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ABSTRACT

This content analysis schedule for the Cherokee Bilingual Education Program in Tahlequah, Oklahoma, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following items: a description of the four-year course of study for the Cherokee Bilingual Teacher Training Program, a list of materials, and a summary of the evaluation. (SK)

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Proj. #197
Tahlequah, Okla.

ED 072704

PROJECT B.E.S.T.
Bilingual Education Applied Research Unit

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal
✓ 2nd Year Continuation
✓ 3rd Year Continuation (on separate C.A.S.)

Give dates and note if evaluation is included in continuation:

	1st Year	2nd Year	3rd Year
Evaluation Design		✓	
Interim Evaluation		✓	
Final Evaluation		✓	
Periodic			
Interim Audit	critique undated		
Final Audit	July '70		

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FL 004 038

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 197

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Dick Hess Date _____

0.2 Name of Project Cherokee Bilingual Education Program

0.3 Address of Project 130 East Keetoowah

0.4 Tahlequah, Oklahoma 74464

.05 STATE 0.5 21

1-Alaska	11-Louisiana	[21]-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No. [97] - 1969, 07 - 1970, 17 - 1971 1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 0
0-no concurrent funding mentioned

0.4 Tahlequah, Oklahoma 74464

.05 STATE 0.5 21

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.IC. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 0
1-local 4-federal (specify)
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 98,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Northeastern State College 3.0 1
0-none This project will be administered jointly by the Superintendent of the Cherokee County Schools and North Eastern State College Eval Desim P. 16

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program. 4.1 4

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 264
B. Second year B 415
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
K-Kndgtn	4
PSK 90 TOTAL NO. students PS and K	
1-grade 1	6
2-grade 2	5
3-grade 3	6
4-grade 4	____
5-grade 5	____
6-grade 6	____
A 325 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____
B ____ TOTAL students gr. 7-9	
10-grade 10	____
11-grade 11	____
12-grade 12	____
C ____ TOTAL students gr. 10-12	

4.3 PSK
A ____
B ____
C ____

4.4 1-All classes graded 4.4 3
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: grades 1 and 2 in 2 of the farm schools.

Eval Design p.7

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 253	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 162

5.0		No.	%
NE dom N-EMT	I	253	61
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	162	39
I Total Non-English	II Total English	Total E Dom	162	39

Grade and total number of students by grouped grade level
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	4
PSK 90 TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	

1-grade 1	6
2-grade 2	5
3-grade 3	6
4-grade 4	
5-grade 5	
6-grade 6	
A 325 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.3 PSK
A
B
C

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 3
Eval Design p.7
grades 1 and 2 in 2 of the farm schools.

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 253	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 162
	I Total Non-English Dominant:	II Total English Dominant:

5.0		No.	%
NE dom N-EMT	I	253	61
E dom NEMT	II_1		
E-Dom EMT	II_2	162	39
Total E-Dom II= II_1 + II_2		162	39

INF:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2	253	61 %	✓
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1		%	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		253	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1	%	
E2	E2	%	
II TOTAL number of EMT students other than target population	162	39 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 N.S.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent

B1	Mexican-American	B1	.....	..... %	.....
B2	Puerto-Rican	B2	.....	..... %	.....
B3	Cuban	B3	.....	..... %	.....
B4	Other Spanish-American (specify)	B4	.....	..... %	.....
B	TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C	Portuguese-American	C	.....	..... %	.....
D	Franco-American	D	.....	..... %	.....
F	Chinese-American	F	.....	..... %	.....
G	Eskimo	G	.....	..... %	.....
H	Russian	H	.....	..... %	.....
J	Other	J	.....	..... %	.....
I	TOTAL number of N-EMT target students		253	61 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

A1	N.S.	B1	.....	..... %	.....
B2	.....	B2	—	..... %	.....
II	TOTAL number of EMT students other than target population		162	39 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 N.S.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
B 162	English	39	....	....	....	....	....	....	....	....
A	American Indian	...	....	....	....	....	....	....	....	....
A1	Navajo	...	....	....	....	....	....	....	....	....
A2 253	Cherokee	61	....	....	....	....	....	....	....	....
A3	Keresan	...	....	....	....	....	....	....	....	....
A4	Other (spec.)	...	....	....	....	....	....	....	....	....
B	Spanish	...	....	....	....	....	....	....	....	....
C	Portuguese	...	....	....	....	....	....	....	....	....
D	French	...	....	....	....	....	....	....	....	....
F	Chinese	...	....	....	....	....	....	....	....	....
G	Eskimo	...	....	....	....	....	....	....	....	....
H	Russian	...	....	....	....	....	....	....	....	....
J	Other (spec.)	...	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 N.S.

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E. Dem. pupils in project area: see Chart C 5.7 N.S.

n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100
B. Average family income, if mentioned B. .....

n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100

n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0

n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 other		

5.8 Community characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100
B. Average family income, if mentioned B. .....
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 100
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included. 6.2 I 0
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A N.a.
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	-----							
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 II ____

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 ns
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

N.S. Language dominance not specified
N.S. Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N= 15	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 15
B Total Number Bilingual: 0

Total Number of Teachers: N 15

7.1 N.S.

		No.	%
I	A	___	___
I	B	___	___
II	A	15	100
II	B	___	___
II_1	A	___	___
II_1	B	___	___
	A	15	100
	B	0	0
	N	15	

Int E'70
NONE of teachers are bilingual.

F.E.'70

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. X Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		

7.2	No.	%
I A	N.S.	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
A	N.S.	—
B	—	—
N	6	

A Total Number Monolingual _____

B Total Number Bilingual _____

N Total Number of aides or paraprofessionals at least 6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Teachers utilize the Cherokee language when necessary C'' p. 19
0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 1b, 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
C'' p 20 1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

C'' p 21 2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. The use of the bilingual aids for translation purposes and English taught as a second language is estimated at 80% of the day on the basis of the total group.
0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by

II E Dom EMT			II A	
			II B	
			II A 1	
II E Dom 1 N-EMT			II B 1	
			A	45
			B	
			N	6

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
		at least 6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. Teachers utilize the Cherokee language when necessary C'' p. 19
O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual [illegible] aides or paraprofessionals: 7.4 1b, 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
C'' p 20 1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified

C'' p 21 2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. The use of the bilingual aids for translation purposes and English taught as a second language is estimated at 80% of the day on the basis of the total group.
O-language(s) used by bilingual [illegible] aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Anglo	15	100	Cherokee speaking						0
			Int E '70 p.M						

O-not specified

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community .....
and % .....of total N-EIT teachers.

7.6 No. N.S. % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students: indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A N.S.
B —— ——

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 19,17 no.'s N.S.

n.s.-qualifications not specified
0-previous courses not specified
1. ...teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ...teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ...previous teaching through N-EIT (in country where it is a native language, in Peace Corps)
4. ...previous teaching in local area/live in the community
5. ...courses in N-EIT language structure and usage/ linguistics or FL trainin
6. ...courses in N-E literature/ or literacy in Spanish
7. ...must be bilingual
8. ...any previous education through N-EIT/content of courses learned through N-EIT
9. ...courses in teaching ESL/audio lingual approach
10. ...courses in methods of teaching N-EIT language/language development
11. ...courses in methods of teaching content (e.g. math)in N-EIT
12. ...certification in ESL/or experience teaching ESL
13. ...certification in teaching N-EIT
14. ...cross cultural courses
15. ...courses in the cultural heritage, values, deep culture of N-EIT or
16. ...other qualifications, specify

native-like competence

see attached xerox-travel Cherokee Bilingual Teacher Training Program

19 - B.A.
17 - teaching certificate

8.0 STAFF DEVELOPMENT

8.1 A N.S. 7a-9
B

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

n.s.-Training indicated, but nature not specified ....
1-English as their second language ....
2-The teaching of English as a second language

5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 19,17 no.'s N.S.

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify

see attached xerox-travel Cherokee Bilingual Teacher Training Program
19 - B.A.
17 - teaching certificate

8.0 STAFF DEVELOPMENT

8.1 A N.S. 7a-9
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: I 16 II 16

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	N.S.	N.S.
2-Cross-cultural training	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery	___	___
4-Awareness of the social-emotional development of	___	___
5-Strategies for accomodating the different learning styles of	___	___
6-Strategies for cognitive development of	___	___
7-Strategies for reinforcing the self-esteem of	___	___
8-Methods of cross-cultural teaching or teaching the bicultural component	___	___
9-Formulation of pupil performance objectives	___	___
10-Methods of evaluation of pupil performance objectives	___	___

List specific courses if given (or Xerox and attach)

(16) Training teachers of bilingual students to become referents + consejons of team work with bilingual aide. c7 p. 78

7a

CHEROKEE BILINGUAL TEACHER TRAINING PROGRAM

Four-Year Course of Study

The project staff, the Indian Education Division of the Oklahoma State Department of Education, the Cherokee Tribal Community Representatives, and the counselors in the public schools will recruit the students using Bureau of Indian Affairs qualification guidelines, plus the following criteria:

A. The student must be bilingual
B. The student must have the ability to become a bilingual teacher as indicated by tests and interviews
C. The student must desire to become an elementary teacher as determined by interviews and testing
D. The student should want to return to the area to teach in the public schools that have a need for bilingual teachers

The project staff will help students enroll and adjust to the following: the special course of study developed for bilingual teachers, living on campus, and to college life in general. The ways these adjustments will be accomplished are by:

A. Northeastern State College has on the staff a full-time Indian Counselor that works with Indian students
B. Northeastern State College has a tutoring program for the Indian student who needs additional assistance with class work
C. The Cherokee Bilingual Education Program will have a person on the staff, the Curriculum Teacher Trainee Specialist, that will be responsible for keeping an eye on our bilingual teacher trainees by:
    1. Checking enrollment of students to see that proper class selection and a suitable number of credit hours are carried
    2. Follow-up on grade reports and on attendance of students
    3. Meeting with the teacher trainees regularly to discuss problems and subject difficulty
    4. Taking the students to the project schools for observation of class procedures

A special course of study or track system has been prepared for those teacher trainees that are preparing to teach the bilingual child. This course of study is attached.

Northeastern State College's feelings concerning the training of students to become bilingual teachers is that the College must first train the student to become a proficient teacher, then with the implementation of the special bilingual knowledge and bilingual teaching techniques, a strong, proficient teacher with special skills in bilingual instruction has been developed.

7b

The Cherokee Bilingual Education Program requests twenty full Bureau of Indian Affairs education grants for the purpose of developing a corps of bilingual teachers that can go back into their home communities as teachers. This would be a tremendous step in alleviating the language barrier of the Indian student entering the public schools in northeastern Oklahoma.

The value of these full education grants in 1971-72 will be approximately $34,000.00. This figure will vary depending on the following situations: 1) if the student commutes or lives on campus, 2) if the student is married and has dependents.

Northeastern State College will provide financial resources for half the cost of the grant during the last three years of college.

B U D G E T

	1971-72	1972-73	1973-74	1974-75	Total
Bureau of Indian Affairs	$ 34,000	17,000	17,000	17,000	85,000
Northeastern State College	-0-	17,000	17,000	17,000	51,000
					$ 136,000

7c

FINAL EVAL. '70

objectives.

I. Staff Development

A. Further education and involvement of the present staff.

Objective. At least twenty-five percent of the teachers and aides will enroll in classes of Cherokee language instruction at Northeastern State College.

Evaluation. During the Fall Semester of 1970 and Spring Semester of 1971, one teacher, one staff member, and two aides from the bilingual program were enrolled in the Cherokee language classes. In addition, two other teachers from schools with Cherokee pupils were enrolled. A total of 52 teachers and potential teachers from area schools were in attendance.

Recommendation. Consideration should be given to the course numbers for the Cherokee language classes. It would be beneficial if they were numbered at a 300 or 400 level so that they could be taken for graduate credit.

Objective. The staff members will attend special workshops and orientation sessions.

Evaluation. The following workshops were held during the Summer 1970 to March 1971.

1. Inservice Training Session for aides - Summer 1970 - (1 week)
2. August 29, 1970 - One day workshop with State Department representative.
3. September 11, 1970 - One day workshop for teacher aides.
4. November 16, 1970 - Kindergarten workshop at Greasy School.
5. November 17, 1970 - First grade workshop at Lost City School.
6. Six aides attended Summer School. Hopefully these Cherokee

be negative, declarative to interrogative, active to passive.

aides will continue their education toward a college degree.

7. November 18, 1970 - Second grade workshop at Kenwood School.

8. November 19, 1970 - Third grade workshop at Bell School.

9. January 11 and 12, 1971 - a two day workshop for teachers and aides with Dr. Bernard Beldon of Oklahoma State University.

10. All bilingual teachers participated in a Title V workshop provided by Adair County. This workshop met one day a week for 18 weeks. The workshop was oriented to reading instruction.

Note: Teachers and/or aides have attended a total of 31 days of workshop activity.

In addition to the workshops already completed the staff of the Cherokee Bilingual Program have plans for the following workshops:

A 6 week summer institute for the 15 teachers in the bilingual program granting six (6) hours of credit. The participants will be paid and they may choose between four (4) courses: Sociology of Education, Elementary Problems, Elementary Curriculum, and Motivation of Learning. The major purposes of the institute are to retrain and strengthen teachers in the bilingual program, to develope materials, and to determine what kind of training program is most suited to the bilingual teachers.

The staff of the bilingual program has provided extensive opportunity for workshop involvement. It is not possible to determine the quality or the outcome of the workshop activity, or how many days were spent on language, curriculum, or bilingual education. At least three of the workshops involved as consultants people other than the Cherokee Bilingual Program staff.

One of the consultants was a member of the State Department of

7e

Education; the other a reading specialist from Oklahoma State University, indicating curriculum development.

Recommendation. It would help if the workshop director and project staff would provide an evaluation of how well objectives were realized. There is no way to evaluate specific ideas or techniques adapted from the workshops.

Objective. The teacher and aides will be informed of activities within the Cherokee Bilingual Education Program by a newsletter.

Evaluation. There is evidence that newsworthy items have been distributed to bilingual teachers. Pertinent information concerning bilingual education throughout the United States has been distributed to interested teachers.

Recommendation. It is recommended that consideration be given to the distribution of newsworthy or note-worthy activities within the Cherokee Bilingual Program. It is also recommended that a record of transmittal be maintained to indicate that the newsletter was actively disseminated.

Objective. The staff will be informed of the latest bilingual education techniques and activities in other bilingual education programs in America.

Evaluation. There is evidence in the project staff office that the staff has attempted to become acquainted with other bilingual programs:

a. Members of the Project Staff have visited other bilingual programs.

b. Staff members from other bilingual programs have visited the Cherokee Bilingual Program.

c. Letters have been written to other programs. The newsletter

for the Cherokee Bilingual Program contains reprints from other programs.

Recommendations. It is recommended that a log be maintained on all contacts with other bilingual programs for future evaluation.

B. Enlisting present staff members for training in the area of Cherokee Bilingual Education.

Objective. Teachers and aides will personally contact and/or write letters of encouragement to potential aides and/or teachers to enroll in the teacher education program at Northeastern State College for possible training in bilingual teaching.

Teachers, aides, and the Project Director will personally contact and/or write letters of invitation to teacher trainees who are not yet certified, to visit classes of the Cherokee Bilingual Education Program for the purpose of possible recruitment into the bilingual teaching field.

Teachers, aides, and the project staff will personally contact and write letters of invitation to bilingual Cherokee students who are currently enrolled in the teacher-training program at Northeastern State College to visit the Cherokee Bilingual Education Program for the purpose of possible recruitment into the bilingual teaching field.

Evaluation. In a survey conducted by the evaluation team, teachers and aides who are presently involved in the Cherokee Bilingual Education Program were asked to list the names of people whom they had contacted in an effort to interest others (potential aides or teachers) in training for possible participation in bilingual teaching. Results of the survey indicated that potential aides have been identified by

personnel of three of the schools in the program (Bell, Greasy, and Lost City). In the other school participating in the Cherokee Bilingual Program (Kenwood) no potential aides have been identified. A total of six potential aides were identified.

Another item in the survey conducted by the evaluation team asked that teachers involved in the Cherokee Bilingual Project indicate whether or not a prospective teacher had been invited to visit in a bilingual classroom. Teachers in three of the four schools involved in the Cherokee Bilingual Project (Bell, Greasy, and Lost City) have invited prospective teachers to visit in a bilingual classroom. Neither teacher in the two bilingual classrooms at Kenwood had invited a prospective teacher to visit their room.

Professors at Northeastern State College who teach students enrolled in professional sequence courses at Northeastern State College were asked to identify students who were planning to be teachers and who could (1) speak, (2) read, and/or (3) write the Cherokee language. A total of five (5) students were identified. The Project Director wrote a letter to each student who was identified. The letter invited each student who had been identified to visit the office of the Cherokee Bilingual Project where an appointment would be made to visit a bilingual classroom.

Recommendation. More effort should be made in the home communities where the Cherokee Bilingual Project is in operation to identify and interest prospective aides and teachers in bilingual education. In view of the large enrollment of Cherokee students at Northeastern, one of two things seems to be indicated: (1) Not all students who can speak, read, or write the Cherokee language were identified or

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,4,12,11,8

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing c71 p78
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify) 8 Organizing the staff into special study area of bilingual education c71 p78
12 orientation sessions pp22 #11 Inter + extra school staff meetings P.P. 22

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 1,2,3,5

1-teaching whole class - sometimes
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? taking over cultural discussions.
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 1

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	✓
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	N.S.	
2-bicultural		
3-N-BM (specify background)		

8.9 Training is provided: 8.9 1,2
1-during a summer session Final Eval Report No pg.
2-during the academic year 1
3-other (specify)

8.10 Extent of training: 8.10 A 2 B 5 6 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) 6 weeks summer course - 6 credit hrs. (this is only one workshop of many)

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

2-6 wks Final Eval Report No pg.

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	15	100

or: if specified descriptively, indicate:

0-not specified
1-100% Final Eval Report.
2-more than 75%
3-50-74%
6-most
7-many
8-few
9-other (specify) _____

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 1,2,3,5

[1]-teaching whole class - sometimes
[2]-teaching small groups
[3]-tutoring individually
4-clerical
[5]-contributing to bicultural component
how ? taking over cultural discussions.
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1 B 1

	A for teachers	B for aides
0-not specified		
[1]-University faculty	✓	✓
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
[1]-bilingual	N.S.	
[2]-bicultural		
3-N-EMT (specify background)		

8.9 Training is provided: — 8.9 1,2
[1]-during a summer session Final Eval Report No pg.
[2]-during the academic year 1
3-other (specify)

8.10 Extent of training: — 8.10 A 2 B 5 6 7 2-6 wks Final Eval Report No pg.

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 ..... weekly
[2]-more than one course	6 ..... monthly
3-less than one course	7 ..... bi-monthly
[4]-other (specify) 6 weeks summer couse - 6 credit hrs. (this is only one workshop of many)	

8.11 Number and Proportion of teachers attending training: — 8.11 no. 15 % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
[1]-100% Final Eval Report.	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) — 9.1 N.S.
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) .....
9 curriculum Teacher trainee specialist

10.1 2

10.2 1,2,4,5,9

10.3 Average number of pupils per class:
0-not specified

10.3 20

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 N.S.

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I LE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	.....	.....	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

N.S.

11.1 I N.S.
II .....
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

11.2 N.S.

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per class: 10.5 N.S.
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 4,2,5

1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			N.S.
1-as the alternative language of learning for as long as desired	.....	.....	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I N.S.
II .....
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 N.S.

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
II_1 N.S.

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
II E DOM	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
II_1 E DOM/NEMT	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								N.S.
II E-DOM - EMT								
III E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I N.S.
II
I_1

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 N.S.
II

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II_2 N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 N.S.

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 N.S. Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 N.S. Subjects taught in native lang.	11.9 N.S. % of time per day of instruction through N-EMT
Pre K				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 N.S. Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 N.S. Subjects taught in native lang.	11.12 N.S. % of time per day of instruction through N-EMT
PreK				Pre K
1				1

11.5 Second language learning for English dominant students is projected through grade: 11.5 I N.S.
II

code:	00 if no E.T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II E.T														
IIa N-E.T/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 N.S.

O=not specified/Grade	1	2	3	4	5	6	7	8	9	10	11	12

11.7 The amount of instructional time in and through their native language per day for N-E.T students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 N.S. Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.8 N.S. Subjects taught in native lang.	11.9 N.S. % of time per day of instruction through N-E.T
Pre K				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E.T students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-E.T, E dom students

	11.10 N.S. Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.11 N.S. Subjects taught in native lang.	11.12 N.S. % of time per day of instruction through N-E.T
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2 - 2 way - E.T learn the second language

11.13 2 way

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English ET students

	11.14 N.S. Min. per day of instruction through N-E.T	Total min. per day of any instruction	11.15 N.S. Subjects taught in second lang.	11.16 N.S. % of time per day of instruction through N-E.T
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,3,4,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
(4)-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-E.T pupils.
8-other (summarize)

	min. per day of instruction through N-EMT	total min. per day of any instruction	subjects taught in second lang.	% of time per day of instruction through N-EMT
Prel.				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,3,4,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 N.S.:

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALM* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

			13.1 IB / IIB N.S.
1-concurrently with dominant language listening-speaking skills	✓	---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---	---	
3-a specified period of time after listening-speaking skills in dominant language taught	---	---	

13.2 ALM sequence followed:

					13.2 IA / IB / IIA / IIB N.S.
1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	

13.3 Listening-speaking proficiency

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB N.S.

1-concurrently with dominant language listening-speaking skills		✓		
2-after a specified level of competency achieved in listening-speaking skills in dominant language				
3-a specified period of time after listening-speaking skills in dominant language taught				

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB N.S.

1-Listening-speaking proficiency precedes introduction of reading				
2-Reading is taught concurrently with listening-speaking skills				
3-Learning to read overlaps learning of listening-speaking skills				
4-There is some overlap between learning to read and to write				

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB NS.

1-measure of listening-speaking proficiency (SWCEL-S SWCEL-E)	✓	✓	✓	
2-informal assessment by teacher				

13.4 Second language reading skills are learned:

13.4 IB 1
IIB N.S.

1-concurrently with learning to read in dominant language				
2-after a specified level of dominant language reading competence achievement				
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)				
4-before learning to read in dominant language		✓		

7-materials are provided for use in home by parents

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced:					13.5 IA 1
A-individually, when child is ready					IB N.S.
or at a specific time during grade: A					IIA 1
[1]	✓	N.S.	✓		IIB NS
2					
3					
13.6 Reading readiness is determined by:					13.6 IA 1
[1]-test of reading readiness	✓	✓	✓	✓	IB 1
2-informal teacher assessment					IIA 1
Metropolitan Readiness Test					IIB 1
13.7 Grade level reading is expected:					13.7 IA NS
1-in first grade					IB
2-in second grade					IIA
3-in third grade					IIB
4-in fourth grade					
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always in-		

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	✓	✓	✓	✓	IA 1
2-informal teacher assessment					IB 1
Metropolitan Readiness Test					IIA 1
					IIB 1

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA NS
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

Lesson plans prepared in English + initially presented in English, translated if necessary into Cherokee by aids

Int E. p.14

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I: Non Eng. dom. students — A -in dom. lang.	I: B 2nd lang.	II: Eng. dom. students — A Eng.	II: B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	___	___	___	___
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	___	___	___	___
3-Other (specify)	___	___	___	___
0-Not specified	___	___	___	___

15.0 IA N.S.
IB ____
IIA ____
IIB ____

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) Michigan oral Language series	✓	✓	___	___ C71 p. 11
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	—	—	—
5 phonics	✓	✓	✓	✓ C71 p 11

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	___	___
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills		

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) Michigan oral Language series 16.1 IA ✓ IB ✓ IIA ___ IIB ___ C'71 p. 11

2-Basal readers — — — —

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) ~~X~~ — — —

5 phonics ✓ ✓ ✓ ✓ C'71 p 11

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1 16.2 IA___ IIA___

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate ✓ on line →)

16.3 The following are techniques and materials used for second language learning:

0-none specified — —

1-pattern drills — —

2-dialog memorization — —

3-choral repetition — —

C'71 p 137 4-songs — —

5-programmed instruction — —

6-stories read to children — —

AUDIO VISUAL AIDES

7-films, filmstrips overhead projector X X

8-flannel or magnetic boards — —

9-realia, graphic displays — —

C'71 p 137 10-records, tapes Eval Design p20 X —

11-listening centers, language lab X X

12-multi-media approach — —

Experiential:

13-role playing — —

C'71 p 137 14-puppetry — —

15-experience charts — —

16-primary typewriter — —

17-learning through direct experience with materials e.g. Montessori — —

18-activity centers-chosen by child — —

19-other (specify) — —

Learning outside the classroom:

20-field trips — —

21-suggested TV programs — —

22-other (specify) — —

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,3,12
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
(12) Linguist From U of Texas

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 15 a-

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 0
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 2
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) 5
3-individual instruction

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language		1,5	

8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
(12) Linguist From U of Texas

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 15 a -

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 0
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Pupils of both linguistic groups are:
1-always mixed for all learning
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3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no E.T students)

17.2 Students are grouped for language instruction: 17.2 2
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	3	
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom E.M.T	II$_1$ Eng dom NE.M.T
0-not specified			
1-by age			
2-by native language		NS	
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NE.M.T)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-E.M.T student tutors E.M.T students)
2-intra-ethnic (N-E.M.T student tutors N-E.M.T)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2 3
0-area not specified
1-inter-ethnic (N-E.M.T aide tutors E.M.T student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

15a

Materials

Kindergarten

Greasy

Welcome to English (Regents Publishing Co.)--for six children who know very little English.

Phonics We Use--large colorful pictures for discussion in addition to their readiness phonetic sounds (all students).

Michigan Oral Language Series (Mich. Department of Education, Lansing, Mich.)--involving Indian puppets and other objects (all students).

Lost City

P.L.A.N. Readiness P.R.E.P. Kit (Program Learning Aids-National) Plan Readiness Experience Program--this is a readiness program in all of the curriculum areas. It can be used from Kindergarten through first grade. There are eight curriculum areas: art, health, language arts, math, music, physical education, science and social studies. The Readiness Program is done in a series of activity or lesson cards - 1,568 cards or activities are involved in the eight curriculum areas. There is a complete guide for teachers and spirit masters and tapes that relate directly to the program.

Bell

S.R.A. (Science Research Associates) Distar Language Program, (all students)--developing the English language through the use of pictures and oral discussions.

First Grade

Lost City

Oral English Learning a Second Language (The Economy Co., Oklahoma City, Okla.)--for six students who are having extreme difficulty

understanding English. All students in Lost City first grade use the P.L.A.N. Readiness P.R.E.P. Kit.

Bell

One class is using S.R.A. Distar Reading I which was designed for disadvantaged children. It is the contention of the originator of the program that if the disadvantaged have not developed certain skills at home they must be prepared before going on to higher grades. The other first grade class is a control group using the traditional basal reading program.

Greasy

One group is using the S.R.A. Distar Reading I Program while the other group has chosen the S.R.A. Distar Language Program.

Kenwood

S.R.A. Distar Reading I

Second Grade

Lost City

P.L.A.N. (Programmed Learning Aids National, Inc.)
The Primary Level Word Builder manual for each child which is an aural-oral-visual program used with the tape recorder. They also have the Developmental Reading Exercises to correlate with the manual.

Greasy

S.R.A. Distar Reading I with part of the class and part of the class using S.R.A. Distar Reading II.

Bell

P.L.A.N. (Programmed Learning Aids National, Inc.)

15C

Kenwood

S.R.A. Distar Reading I.

Third Grade

Lost City

P.L.A.N.

Greasy

S.R.A. Distar Reading II

Bell

S.R.A. Distar Reading II and P.L.A.N.

All grades use the earphones with auditory readiness. Listen and Think Objective. Teachers and staff will develop materials for the program.

1. Curriculum Guide for the Cherokee Bilingual Program. This guide has reached the stage of development where it has functional use. However, further development is planned. Therefore, the guide has not yet been distributed to teachers. Most of the items in the guide have been distributed as handout items. The contents of this guide will be as follows:

   (a) A collection of Cherokee folktales

   (b) A short history of the Cherokees

      1. History of Trail of Tears divided into time sections

      2. Biography of Sequoyah

   (c) A teaching unit for developing background history of the Cherokee using:

      1. pictures

      2. charts and maps

      3. oral descriptions

(d) Ink sketches of historical Cherokee leaders

(e) Cherokee stories adaptable to puppetry and drama

(f) List of resource materials for the teacher

(g) A Teaching Unit on the Cherokees designed to integrate the skill areas of reading, language arts, music, and art into social studies.

The following items are planned as additions to the curriculum guide:

(a) History of the Cherokee Seminary

(b) Terminology peculiar to the Cherokee culture (food, religion, weapons, home, recreation, travel, government)

(c) List of films available of Cherokee interest

(d) A list of possible points of interest in the locale with a short history of each

(e) List of Cherokee holidays and their meanings

(f) List of Cherokee terms and their meanings (i.e. - name Tahlequah).

2. Materials developed for the specific use of children in the classroom. Not many materials have been developed for the specific instructional objective of teaching the Cherokee bilingual to speak, read, and write English. This is a difficult task. No one has accomplished the task to date. The Bilingual Program has made some encouraging advancements which are as follows:

(a) A Linguist, William Pulte from the University of Texas, Austin, has demonstrated that the Cherokee Syllabary can be written phonetically using English symbols--with emphasis on the syllabic unit. This would facilitate the teaching of reading in Cherokee, as well as the teaching of spoken Cherokee.

(b) During the month of February, 1971, a proposal was submitted to the United States Office of Education for the development of language video tapes to be used in Cherokee education. This proposal called for the integrated use of a linguist, a bilingual teacher, a script writer, a graphic artist and other consultants to teach pupils to read, write, and speak Cherokee.

(c) An appointment has been made with Tom Handle, Cherokee story teller, to obtain background for story and music development to be placed on tapes and in book form with wording in both English and Cherokee.

(d) A master set of ink sketches of six famous Cherokees who were produced by an artist especially for this program. A smaller (8½ x 11) set of the sketches was distributed to each teacher.

(e) Stories for children are to be adapted from a book entitled Friends of Thunder, stories from Cherokee story-tellers collected and edited by Jack and Anna Kilpatrick. The stories are to be reduced in reading difficulty, to be illustrated and placed in primary type. There are twelve (12) stories in the collection.

(f) A student in the Cherokee Bilingual class (Paulene Gourd) has agreed to collaborate with her father, an elderly Cherokee, in writing Cherokee stories in both English and Cherokee. These stories will be adapted for primary grade use.

Materials for Adult Education

The Cherokee Bilingual Program has developed a series (18) lessons

in Cherokee designed to teach those who:

1. Speak the language--to read and write the language.
2. Do not speak the language--to speak, read, and write the language.

In this series of lessons the Cherokee syllabary is presented in a series of developmental lessons. The lessons were developed by Anna Kilpatrick, a member of the Cherokee Bilingual Staff.

Recommendations. It is particularly difficult to develop quality materials for instructional purposes when there is not a particular precedent or guideline. It would appear that the bilingual staff has done a commendable job in laying groundwork for materials development in the short life of this project. There are needs for:

1. Additional staff with specific skills in instructional materials development.
2. A media development center to develop specific materials as needed by teachers of bilingual staff to personalize instruction.
3. Promoting the participation of the children in the Cherokee Bilingual Program schools in the annual selection of the Sequoyah Book Award program.
4. Investigating the possibility of paper back collections to enrich the school's collections.
5. More children's literature books for reading after bilingual students have been taught to read.
6. Purchasing a Language Master for each classroom to facilitate more individualized instructions.

Objective. A Teaching Materials Committee will be formed to facili-

18.3 Parent tutoring: (mark all that apply) 18.3 NS, 3, 4

(no)-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
(3)-in the home by a home-visiting teacher
(4)-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4,5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 0

0-method not mentioned
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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 N/A

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 2

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 N/S

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NNT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2-Historical-cultural heritage of the past--contributions to art and science (historical-cultural tours)
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNT or NNT
8-Other (specify)

c'1 p21

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-ENT culture involves (mark all that apply) 23.4 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2-Historical-cultural heritage of the past--contributions to art and science (historical-cultural tours)
C 1 p21
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNNT or ENT
8-Other (specify)

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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 6,15,18,1913

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2. monolingual newsletter
3. aws sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

15 cultural Enrichment Tours pp 23

(12) Use of language lab to permit parents to hear what their children are being taught.
(14) parent-teacher conferences pp 23 c" p.97
(13) learning demonstration bilingual instructional classes pp 23.

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4

0-type not specified
no-not sought
(1) existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4) community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups pp 24
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 1

no-no mention of school seeking to be informed about community
(1) meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

15 cultural Enrichment Tours Pp 23

(12) Use of language lab to permit parents to hear what their children are being taught.
(13) Parent-teacher conferences Pp 23 C71 p.87
(14) Learning demonstration bilingual instructional classes Pp 23.

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0-type not specified
no-not sought
(1)-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
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(1)-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

Note: parents are scattered over 300 sq. miles of rough terrain C71 p87

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,6

(1)-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
(6)-visitors to observe the program

25.2 Project's impact: 25.2 NS

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

F.E '70 see xerox 20 a-g

Summary

A summary of the evaluation of the Cherokee Bilingual Education Program indicates that the program has accomplished many of the established objectives. In general, the teachers appear to view the bilingual aide as a positive figure in the classroom for the Cherokee-speaking child.

The Instructional component appears to reflect accomplishment in satisfied student objectives.

The Acquisition and Adaptation of Materials component has been accomplished within limits, but the nature of the Cherokee language makes the component difficult to fully accomplish.

The Staff Development component has been carried out to some extent, but the evaluation reflects the need for more extensive and intensive efforts.

Parent and Community Involvement as a part of the program reflects a need for a more effectively handled approach. Involvement may be there, but data to support this component appears to be limited.

The pupil reads in English

The pupil uses basic numerical skills

The SRA Achievement Series were selected as the multilevel test instrument to measure the selected cognitive outcomes of the bilingual program. The SRA Achievement Tests, Form D were administered to grades two and three in the control and pilot schools during October, 1970. The SRA Achievement Tests, Form C were administered to grades two and three in the control and pilot schools during April, 1971. A time period of six months existed between the two testing sessions. Tables two and three indicate the statistical summary of the test data for grades two and three for individual schools.

Table II

Summary of Raw Score Data for Grade Two on the SRA Achievement Series.

School		TEST Arithmetic Pre	Arithmetic Post	Reading Pre	Reading Post	Composite Pre	Composite Post
Bell	Mean	77.4	90.9	109.0	148.3	188.1	239.2
	SD	14.8	15.7	19.2	30.8	32.3	43.6
	N	22	28	27	28	22	28
Greasy	Mean	74.1	106.7	132.5	178.0	206.4	285.4
	SD	16.5	15.3	32.6	22.1	32.4	35.5
	N	20	19	19	20	19	19
Kenwood	Mean	82.4	108.5	137.6	171.4	220.0	281.7
	SD	18.1	12.3	43.3	42.3	60.8	49.5
	N	8	8	8	7	8	7
Lost City	Mean	65.2	98.7	101.5	166.8	164.8	267.3
	SD	21.5	16.5	29.5	33.2	44.8	45.4
	N	19	18	20	19	19	18
Control	Mean	62.4	87.9	110.1	145.9	176.5	238.4
	SD	17.6	18.8	25.5	32.7	38.5	48.9
	N	15	12	13	12	13	11

(Form D pre-test on October, 1970 and Form C post-test on April, 1971)

Table III

Summary of Raw Score Data for Grade Three on the SRA Achievement Series.

School		TEST							
		Arithmetic		Lang. Arts		Reading		Composite	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
Bell	Mean	46.3	62.3	54.5	67.6	28.0	35.6	130.6	166.8
	SD	15.1	18.2	11.2	15.6	8.8	9.8	31.0	39.3
	N	26	31	25	31	25	30	23	30
Greasy	Mean	41.7	65.8	61.4	73.6	28.8	33.9	132.7	173.4
	SD	13.8	18.2	14.6	15.2	9.3	10.3	34.3	40.6
	N	27	31	27	31	27	31	25	31
Kenwood	Mean	58.3	76.8	62.1	81.1	32.3	36.0	152.8	193.9
	SD	16.0	20.3	11.2	15.2	6.9	9.8	31.4	40.5
	N	9	9	9	9	9	9	9	9
Lost City	Mean	57.2	95.6	59.8	84.5	29.4	39.9	146.6	217.3
	SD	17.6	17.8	13.1	19.7	11.7	12.7	38.8	44.2
	N	18	18	17	16	17	18	17	16
Control	Mean	45.8	47.2	64.7	71.2	29.5	36.3	139.9	134.3
	SD	14.8	10.8	13.1	15.6	13.9	15.6	37.9	32.0
	N	14	6	14	13	15	11	14	6

(Form D pre-test on October, 1970 and Form C post-test on April, 1971)

Table IV

Grade Two Results of the "t" Test Using the Difference of the SRA Achievement Series Mean Scores Between Pilot Schools and the Control School.

School	Arithmetic	Reading	Composite
	PRE-TEST		
Bell-control	2.71^{x}	.13	.91
Greasy-control	2.00	2.55^{xx}	2.29^{x}
Kenwood-control	2.55^{xx}	1.63	1.81^{x}
Lost City-control	.41	.88	.79
	POST-TEST		
Bell-control	.48	.21	.04
Greasy-control	2.91^{xx}	3.01^{xx}	2.79^{xx}
Kenwood-control	.29	1.37	1.82^{x}
Lost City-control	1.62	1.72^{x}	1.58

x:.05 Level of Sig.
xx:.01 Level of Sig.

Table V

Grade Three Results of the "t" Test Using the Difference of the SRA Achievement Series Mean Scores between Pilot Schools and the Control School.

School	Arithmetic	Lang. Arts	Reading	Composite
		PRE-TEST		
Bell-control	.10	2.45^{x}	.37	.77
Greasy-control	.86	.73	.17	.59
Kenwood-control	1.88^{x}	.63	.65	.88
Lost City-control	1.98^{x}	1.03	.02	.48
		POST-TEST		
Bell-control	2.75^{xx}	.69	.13	2.18^{x}
Greasy-control	3.39^{xx}	.46	.47	2.62^{x}
Kenwood-control	3.66^{xx}	1.48	.05	3.17^{xx}
Lost City-control	7.96^{xx}	2.03^{x}	.64	4.85^{xx}

x:.05 Level of Sig.
xx:.01 Level of Sig.

The statistical analysis of the achievement test data for each of the four pilot schools with the control school for the two administrations of the SRA Achievement Series utilized the "t" test. The basic assumption of homogeneity of variance for each of the pairs of schools was established at the .10 level of significance with the F test. No significant statistical differences between the variance estimates were found. The post-testing mean scores of the pilot schools were greater than the control school with the following exceptions in grade three: Language Arts for Bell; Reading for Bell, Greasy, and Kenwood.

The calculated "t" values for grade two are indicated in Table Four and grade three in Table Five.

The null hypothesis of no differences in the mean scores between the pilot and control schools were rejected for the following:

Grade two - pre-testing

Bell and Control - Arithmetic at the .05 level of significance.

Greasy and Control - Reading at the .01 level of significance.
Composite at the .05 level of significance.

Kenwood and Control - Arithmetic at the .01 level of significance.
Composite at the .05 level of significance.

Grade two - post-testing

Greasy and Control - Arithmetic at the .01 level of significance.
Reading at the .01 level of significance.
Composite at the .01 level of significance.

Kenwood and Control - Composite at the .05 level of significance.

Lost City and Control-Reading at the .05 level of significance.

Grade three - pre-testing

Bell and Control - Language Arts at the .05 level of significance.

Kenwood and Control - Arithmetic at the .05 level of significance.

Lost City and Control - Arithmetic at the .05 level of significance.

Grade three - post-testing

Bell and Control - Arithmetic at the .01 level of significance.
Composite at the .05 level of significance.

Greasy and Control - Arithmetic at the .01 level of significance.
Composite at the .05 level of significance.

Kenwood and Control - Arithmetic at the .01 level of significance.
Composite at the .01 level of significance.

Lost City and Control - Arithmetic at the .01 level of significance.
Language Arts at the .05 level of significance.
Composite at the .01 level of significance.

Statistically significant differences were found in the post-testing mean scores of the Arithmetic section and the Composite total of the SRA Achievement Series between all of the pilot schools and the control school for grade three.

Summary

The basic assumption of homogeneity of variances was established at the .10 level of significance using the F test for the variance estimates of the control school and the four pilot schools on the SRA Achievement Series.

Significant statistical differences exist between the mean composite scores on the SRA Achievement Series between the control and two of the four pilot schools for grade two and all four of the pilot schools and the control school for grade three.